

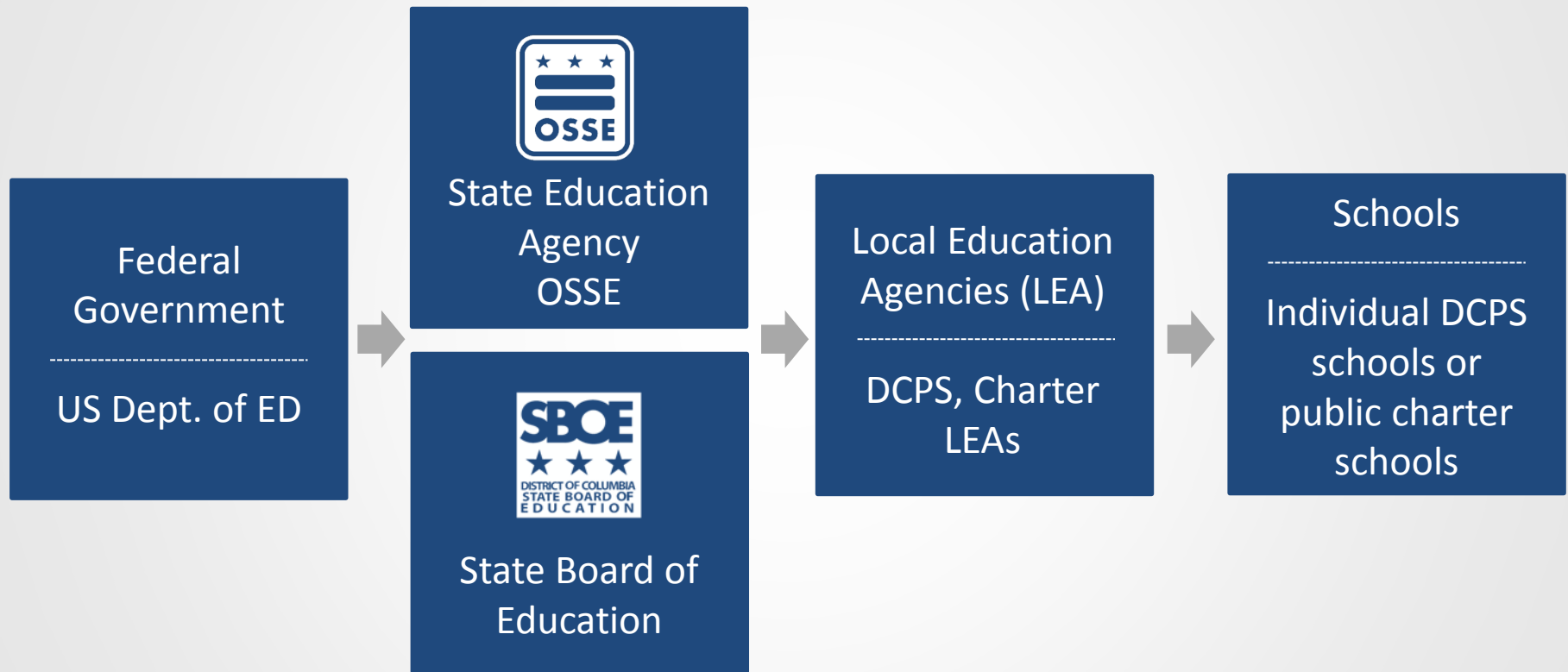


Getting to Know DC's Education Landscape

Sept.16, 2017- Amy Maisterra, Assistant Superintendent



How Education is Organized





Long-Term Goals

Where do we want to go?



Key Beliefs

What beliefs and ideas help guide us in creating a system?



Focuses on
all
students



Provides
information
on where
students
are and
where they
are going



Uses
measures
that are
available,
understood,
and
common



Values
multiple
measures
when
possible



Is clear,
consistent,
and fair to
schools



Goals for Education in DC

Become the **fastest improving state and city** in the nation in student achievement outcomes

Ensure **greater equity** in outcomes for our students, by accelerating progress for those who are furthest behind





How Are We Doing?



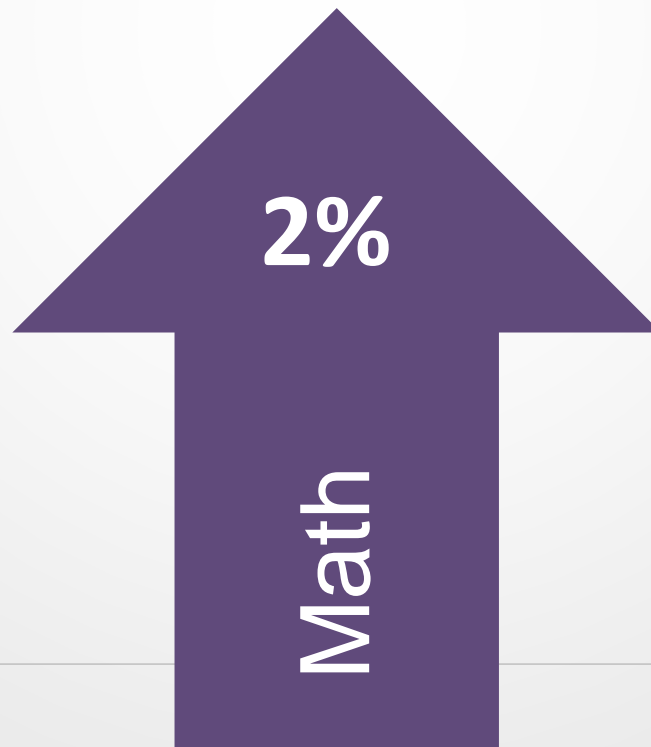
Progress Serving Children with Disabilities

- All states annually receive a performance rating that indicates how well we are doing in serving students with disabilities.
- For the first time in the history of the rating process, DC has received an improved determination rating.
- This improvement in status is a tremendous milestone achieved through the steady and focused efforts of our schools and partners like you to help improve special education in DC.



PARCC Scores Are Up For the Second Year

DC 2017 PARCC Results
Overall improvement for
the second year in a row!





Scores Are Up for the Second Year in a Row

- Scores are up across almost all grades and subjects.
- There is especially strong improvement in middle grades in both ELA and mathematics.
- All groups of students improved.
- Specific groups of students are outpacing State improvement.



PARCC Measures College and Career Readiness

On track for:
- the next grade level
- to leave high school
college- and career-
ready

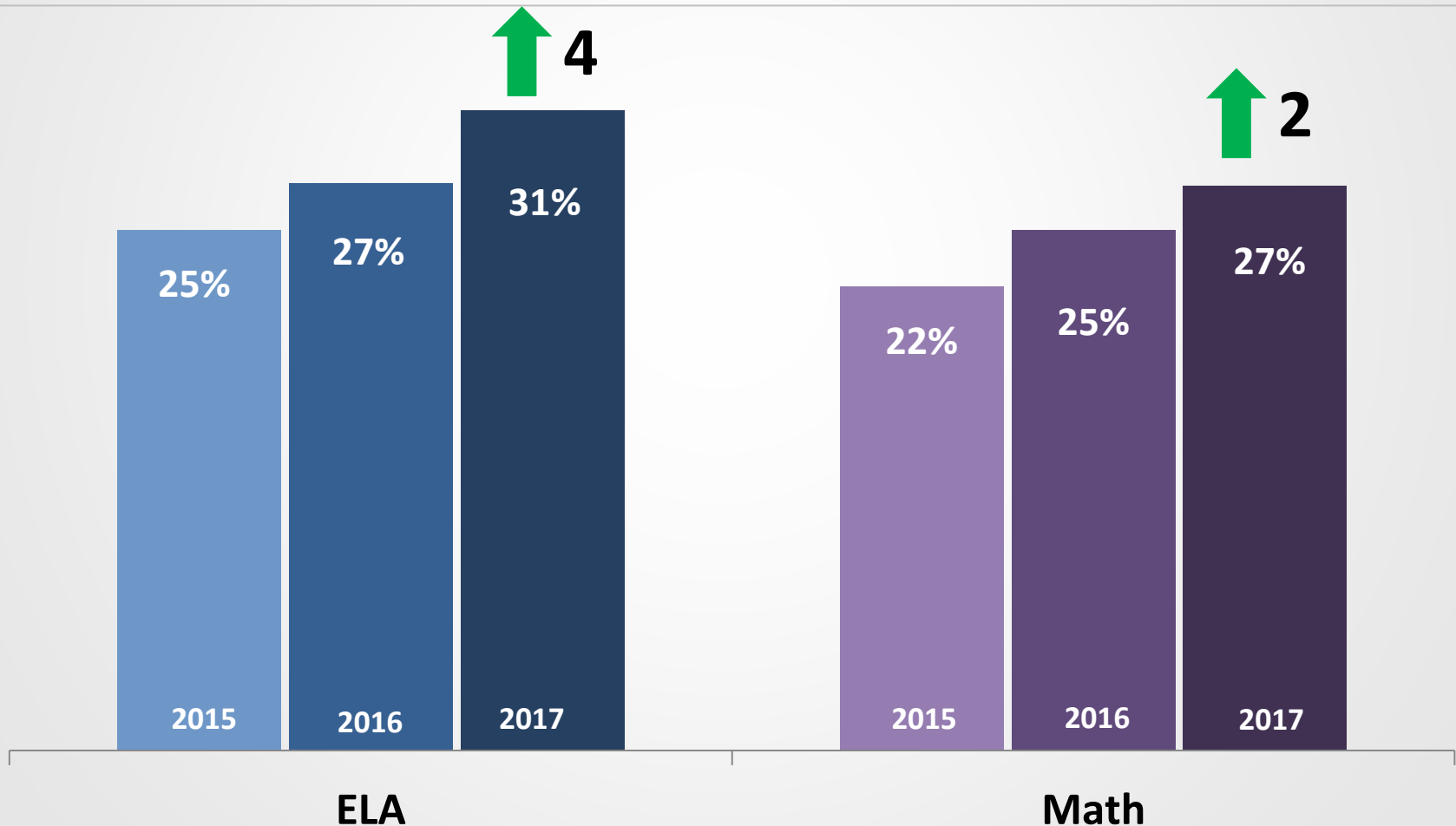


PARCC Performance Levels	
Level 5	Exceeded Expectations
Level 4	Met Expectations
Level 3	Approached Expectations
Level 2	Partially Met Expectations
Level 1	Did Not Yet Meet Expectations



State-Level PARCC Results Have Improved

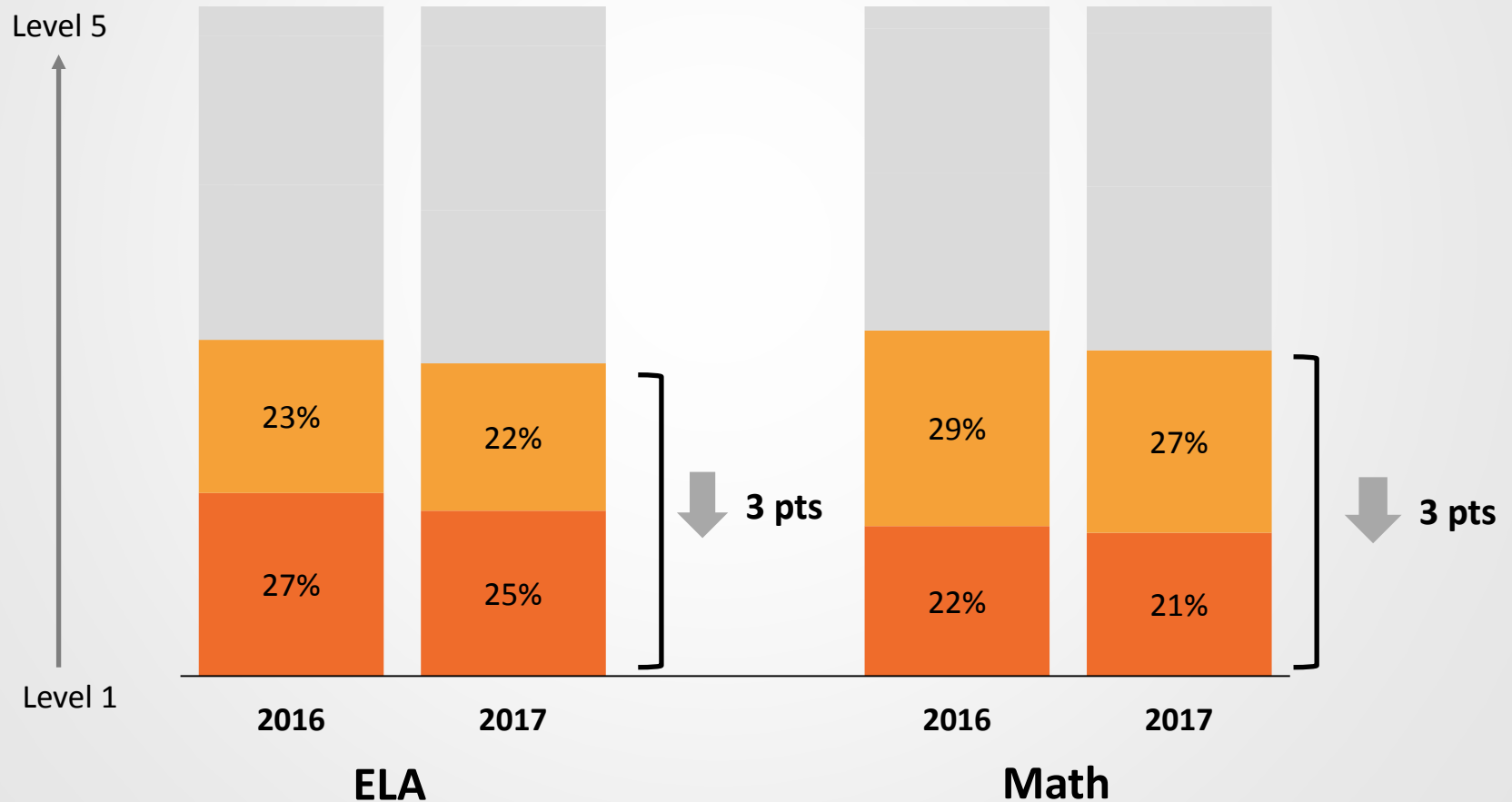
The percentage of students scoring 4+ statewide increased between the 2015-16 school year and 2016-17 school year by **4 percentage points in ELA** and **2 percentage points in math**.





Fewer Students are in Level 1 and Level 2

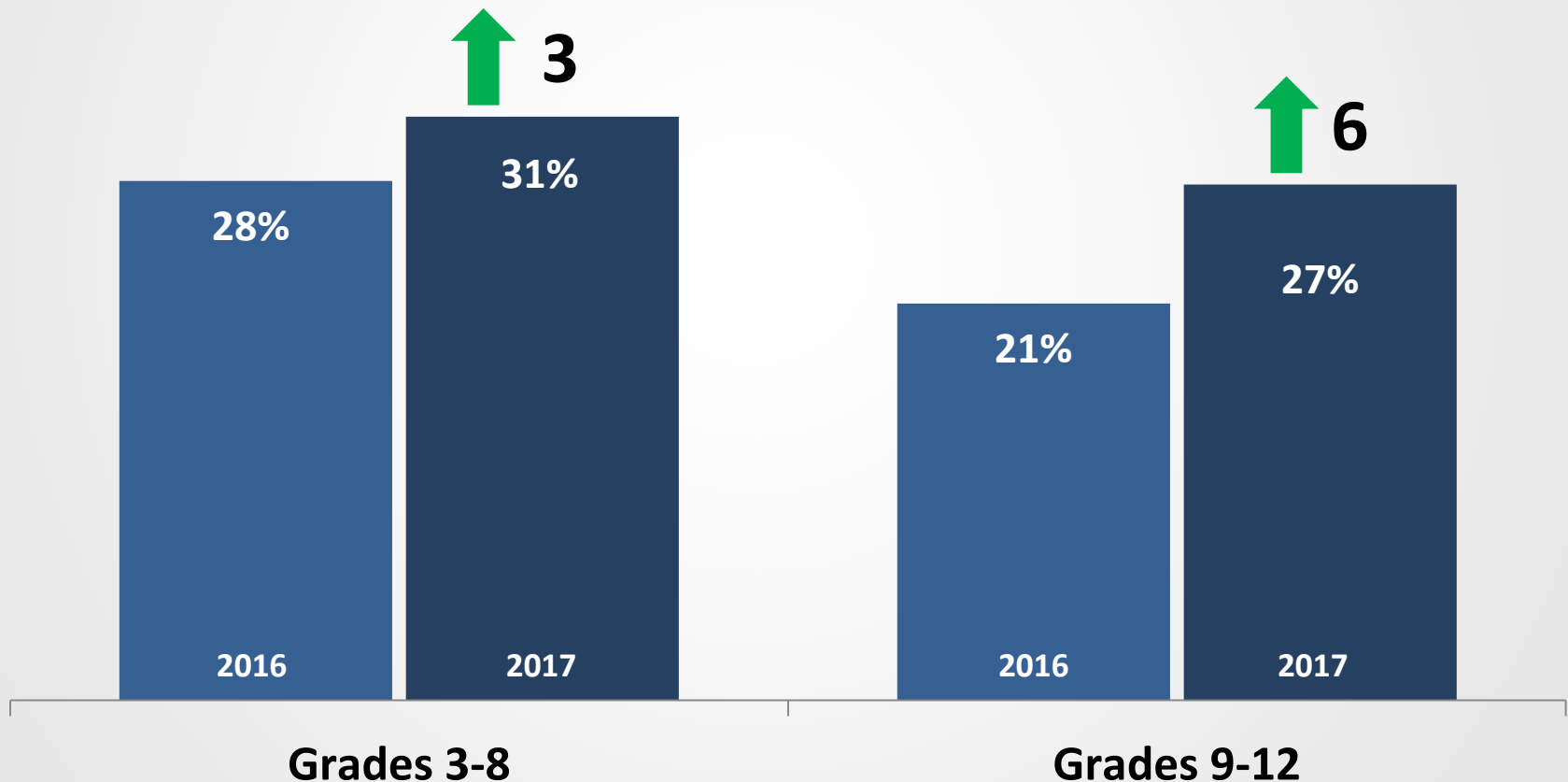
At the same time we are increasing the number of students who are on track for college and careers (level 4+), we are reducing the overall number of students at levels 1 and 2.





Across Grades, ELA Results Improved

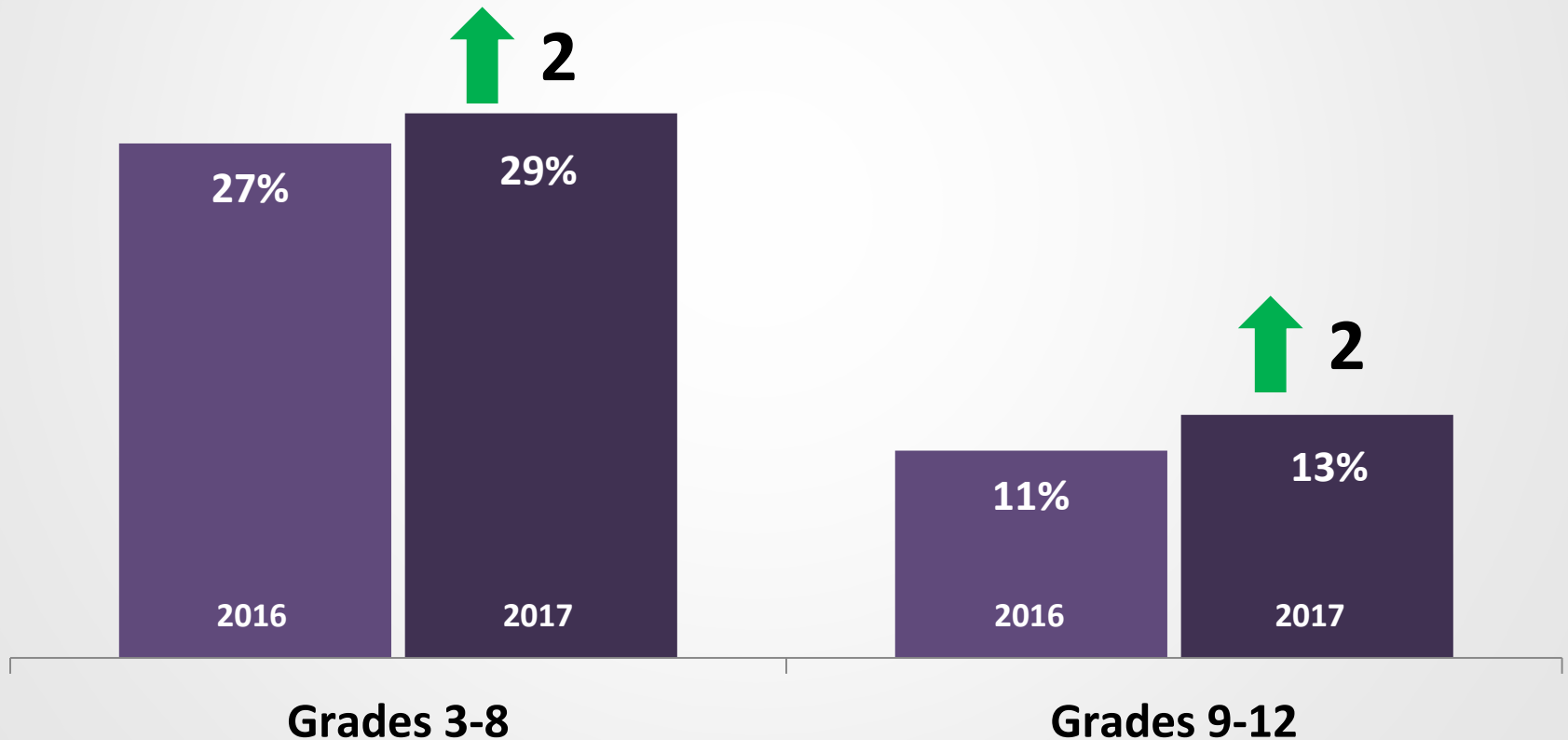
The percentage of students scoring 4+ statewide in ELA increased between the 2015-16 school year and 2016-17 school year by **3 percentage points in grades 3-8** and **6 percentage points in grades 9-12**.





Across Grades, Math Results Improved

The percentage of students scoring 4+ statewide in math increased between the 2015-16 school year and 2016-17 school year by **2 percentage points in grades 3-8** and **2 percentage points in grades 9-12**.





Results for All Student Groups Improved

Student Group	State ELA % 4+			State Math % 4+		
	2016	2017	% Point Change	2016	2017	% Point Change
All Groups	26.7%	30.5%	3.8%	24.8%	26.9%	2.1%
Female	31.6%	36.5%	4.9%	26.1%	28.2%	2.1%
Male	21.8%	24.5%	2.7%	23.6%	25.6%	2.0%
English Learner	13.8%	16.5%	2.7%	18.5%	21.2%	2.7%
Students with Disabilities	5.4%	6.3%	0.9%	6.4%	6.9%	0.5%
At-Risk	13.2%	15.8%	2.6%	12.9%	14.2%	1.3%
Economically Disadvantaged	18.2%	23.5%	5.3%	16.9%	20.7%	3.8%



Results for All Race/Ethnicity Groups Improved

Race/Ethnicity	State ELA % 4+			State Math % 4+		
	2016	2017	% Point Change	2016	2017	% Point Change
All Groups	26.7%	30.5%	3.8%	24.8%	26.9%	2.1%
Asian	55.7%	66.2%	10.5%	59.7%	64.5%	4.8%
Black/ African American	19.3%	22.0%	2.7%	17.4%	18.6%	1.2%
Hispanic/ Latino	24.7%	28.9%	4.2%	22.0%	26.0%	4.0%
Two or More Races	61.8%	66.7%	4.9%	57.2%	62.8%	5.6%
White/ Caucasian	74.3%	82.0%	7.7%	71.0%	75.5%	4.5%



Why We Need to Work Together!



The Power of Parent and Family Engagement

Students with involved parents are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to postsecondary education



New DC State Education Plan Approved

- The US Department of Education (USED) has approved DC's Every Student Succeeds Act (ESSA) State Plan
- OSSE is committed to making critical investments in the people, programs, and initiatives that are accelerating education reform and helping all our students succeed so that we can become the fastest improving school system in the nation.
- We have set forth the goal of becoming the fastest improving state in the nation in student achievement outcomes.
- We have made progress, but we still have much more to do. We need your help to meet DC's goals.



Ways You Can Participate Right Now!

- OSSE's New Parent Advisory Committee
- OSSE's New School Report Cards



WHO CAN BE A MEMBER OF THE COMMITTEE?

- Parent Advisory Committee members can be parents, legal guardians, or other primary caregivers responsible for a child attending a DC public or charter school.
- Successful applicants will be able to demonstrate that they are actively engaged in their child's education.
- Applications are available today and on line at <https://osse.dc.gov/publication/dc-parent-advisory-committee>.
- Please contact: Valrie Brown at Valrie.Brown@dc.gov at (202) 299-2093 for more information



OSSE's NEW REPORT CARDS

- Under the new law, states must develop and design new report cards prior to its first publication by Dec. 2018.
- The report cards should be easy to understand and give the community clear information, so that families can compare apples to apples.
- We have two sessions today for parents to give input.



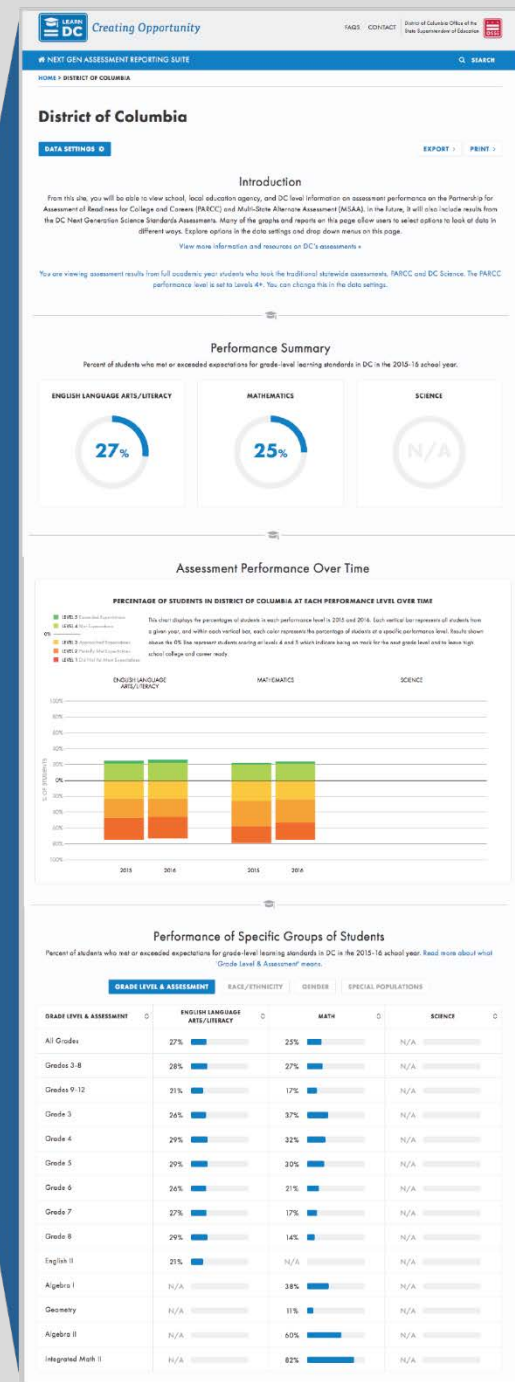
Clear Information for Families and Schools



STAR Annual Reporting

Schools receive star rating from one star (lowest) to five stars (highest) based on multiple measures

Provides a snapshot on all DC schools to families, the community, and schools based on common information





Q&A



| Thank you!